**Developing Literacy through**

**the Three Modes of Communication**

**Workshop for AFLA Conference**

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*The Keys to Planning for Learning* (Clementi & Terrill, 2013, ACTFL)

**Today’s Learning Targets:**

I can apply strategies to develop learners’ performance in my classes

* Interpersonal mode of communication
* Interpretive mode of communication
* Presentational mode of communication
* I can design performance tasks to guide and evaluate learners in each mode of communication
* I can identify ways to shift to authentic materials, tasks, audiences, and evidence

**Match the characteristics with the Mode of Communication:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Characteristics** | **Interpersonal** | **Interpretive** | **Presentational** |
| 1. One-way communication |  |  |  |
| 1. Two-way communication |  |  |  |
| 1. Listening |  |  |  |
| 1. Speaking |  |  |  |
| 1. Reading |  |  |  |
| 1. Writing |  |  |  |
| 1. Viewing |  |  |  |
| 1. Visually representing |  |  |  |
| 1. More opportunity to practice, rehearse, polish |  |  |  |
| 1. Spontaneous |  |  |  |
| 1. Use gestures and circumlocution |  |  |  |
| 1. Use tech tools (bilingual dictionary, spell-check) |  |  |  |
| 1. Use context to figure out meaning |  |  |  |
| 1. Negotiate meaning; ask for clarification |  |  |  |
| 1. Message takes precedence over accuracy |  |  |  |
| 1. Higher requirement for accuracy |  |  |  |
| 1. Important to maintain attention of audience |  |  |  |

**Glimpse into a Classroom:**

How many ways do students develop their language performance in one lesson?

|  |  |  |
| --- | --- | --- |
| **Interpersonal** | **Interpretive** | **Presentational** |
|  |  |  |

**Key Shifts:**

* Authentic materials
* Authentic tasks
* Authentic audiences
* Authentic evidence
* **Interpersonal Mode of Communication ‘**

**What are the characteristics of Interpersonal Communication?**

One-way communication Two-way communication

Spontaneous Memorized Helping partner

Following up Indicating interest Taking turns

Focused on message Focused on accuracy

Using various means to get meaning across Asking for clarification

**Other characteristics you noticed:**

**Sample Strategies to Develop and Assess the Interpersonal Mode**

**1.** Find someone who … (ask as many follow-up questions as possible about trips taken)

|  |  |  |
| --- | --- | --- |
| Island | Farm | Another State |
| Disney World | Mountains | Ocean |
| Desert | Another Country | Big City |

1. Build on current topic: Identify how much you and partner have in common (e.g., about things you like to do on trips)
2. Build on interpretive tasks: Share information from Internet sources and together summarize, preparing to present
3. Build on presentational tasks: Prepare to send a postcard/letter; discuss what to write (description, comparison)
4. Provide prompts and illustrations
   1. Give question and model answer (students can apply the pattern to each of the illustrations)
   2. Give start to questions – give start to answers (provide numerous question starters)
   3. Give illustrations (or realia) – provide a situation (students refer to illustrations to prompt conversation)
5. Questions in an envelope (want to use the fewest out of the envelope)
6. Numbered Heads Together:

Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it (to make sure that “all can answer”). The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

**Performance Assessment Task Design: Maximizing Student Engagement**

**What’s the “engagement” and “motivation” to be in the conversation?**

**Activate Interest** (a *direction* for the conversation)

1. Come to agreement
2. Find out how much you have in common
3. Identify the biggest difference between you

**Create a Context** (a *reason* for the conversation)

1. Decide if you can be partners
2. Make a decision about who, what, where, when, how …
3. Explore two sides of a debate question

**What’s the “accountability” to stay in the conversation?**

**Design a Deliverable** (an *urgency* about the conversation)

1. Complete a graphic organizer
2. Tell what you learned from your partner (report what you discovered)
3. Be ready to share your findings (agreement, decision)

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| --- | --- |
| **Existing Classroom Activity** | **Practicing Interpersonal Skill** |
| Share your travel itinerary with a partner | Come to agreement with your friends about how to balance the “must see’s” (museums, monuments) with the “must do’s” (music, events, adventures) on your visit to \_\_\_ |
|  |  |

**Targeting the Proficiency Level: Interpersonal Performance Assessments**

|  |  |  |
| --- | --- | --- |
| **Novice** | **Intermediate** | **Intermediate High/Advanced** |
| **Collaboration:** Students develop a survey to investigate the eating habits of the class, interview students, and discuss the results to create a graph | **Storytelling:** Students collaborate to retell a familiar story and prepare to present it to their classmates | **Debate:** Circulate in the room to find students who have the most similar ideas to your ideas on a debate topic; the resulting small groups work together to create the main points they will make in a debate |
| **Recipes:** Students browse online recipes and work in pairs to change ingredients to healthier alternatives | **Agreement:** Students exchange text messages to determine who has the busiest week | **Consensus:** Students examine a blog about a news event in the target language country; identify what new information they discover and collaborate to post a reply |
| **Introductions**: Practice the first night at your host family’s home: introduce yourself, show your photos, and ask questions of each other’s family and home | **Presentation**: Plan and practice giving a tour of your school for the group of visiting students. What differences do you need to highlight? |
| **Making Plans**: Organize the plan for a day in a new city, agreeing on what to do first, second and last | **Analysis**: Is it worth it to be famous? With your partner, identify as many advantages and disadvantages as you can | **Discussion**: How do you change stereotypes? With your partner, examine any ideas about the target culture that have changed during your study of their language; try to identify what caused a change |

**How will you guide your students’ Interpersonal performance?**

What is the motivation to engage in conversation?

How is it made spontaneous?

What communication strategies will be needed?

How will you phrase the prompt to generate the performance you envision?

How will you provide feedback to improve the “interpersonal” performance?

What are the specific criteria?

**Scored Discussion** (4 Person Conversation - Based on ideas from Greta Murray, Medford, WI)

|  |  |  |
| --- | --- | --- |
| **Move from:** | **1 – 3 – 5** | **Move to:** |
| Asks random questions |  | Follows up with logical questions |
| Only answers the question asked |  | Contributes additional information |
| Responds, but rarely initiates |  | Contributes personal insights to enhance discussion and draw in others |
| Comments are not relevant |  | Stays on topic |

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| --- | --- | --- |
| **Move from:** | **Quality for Effective Interpersonal Communication** | **Move to:** |
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**Interpretive Mode of Communication ‘**

**Key Considerations for Teaching and Assessing the Interpretive Mode**

* Decide what students should know after reading the text.

**Determine what is essential.**

* Determine **what students should be able to do with the information** once they have finished the text.
* Anticipate **what might cause students difficulty**. Consider elements such as:
* background/cultural knowledge
* vocabulary
* organization of the text
* Model how they should **hold their thinking** while reading or listening to the text.

(Laura Terrill, ACTFL Webinar, 2011)

**Sample Strategies to Develop and Assess the Interpretive Mode**

1. Receive sheet of nine photographs; listen to descriptions and identify the photograph being described (write the number of the description on the photo)

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**2.** **Strategy:** Read – Cover – Remember – Retell

**3.** After examining a website, identify correct information given “Either-Or” choices

|  |  |  |
| --- | --- | --- |
| **Want to Know** | **Either** | **Or** |
| 1. Where the family is going to visit 2. How many people in the family 3. Activities they like to do 4. Food they like to eat | \_\_ in the country  \_\_ 3  \_\_ outdoor sports  \_\_ vegetarian | \_\_ in a city  \_\_ 4  \_\_ travel to other cities  \_\_ foreign foods |

**4.** Use graphic organizers to guide learners’ comprehension

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Who** | **What** | **When** | **Where** | **Why** |
| Alice | Fell down a rabbit hole | She was chasing the rabbit | In Wonderland | She was very curious |
| Because Alice was very curious, she chased a rabbit and fell down a rabbit hole in Wonderland. | | | | |

http://www.carla.umn.edu/cobaltt/modules/strategies/gorganizers/EDITABLE.HTML

**5.** True, False, No evidence (If false, what is the correct information?)

|  |  |  |
| --- | --- | --- |
| **Possible Content (Predicted)** | **True, False, No Evidence?** | **If false, what is the correct information?** |
| 1. Using solar energy is the best way to save electricity. 2. Disposable razors are bad for the environment. 3. Save water by collecting rainwater. 4. Don’t drive; use a bicycle. 5. Oil-generated electricity is better for the environment than using coal. 6. More than half of garbage is now recycled. | **1.**  **2.**  **3.**  **4.**  **5.**  **6.** |  |

**Interpretive Assessment Task**

Based on Shrum, J. and E. Glisan, *Teacher’s Handbook: Contextualized Language Instruction*

Preparation Phase:

In preparation for reading this article, explore the following questions:

1. What do you know about families in China?
2. Where have you found out information about families in China?
3. Glance at the article for 30 seconds. What type of information do you expect to find in this type of article?
4. Why might you be interested in reading this article?
5. Brainstorm some words and expressions you might encounter in this article.

Comprehension Phase:

Main Ideas: Skim the article for one minute and select the subtitle that would best describe it. Write the letter on the evidence you found in the “text”:

A. Families Are Changing in China

B. Impact of One Child Policy

C. Living with Grandparents

Important Details: Work with a classmate to find the following details from the article:

1. Ratio of men to women among 20-30 year olds
2. Job opportunities after graduating from the university
3. Average annual income in different regions of China

Optional Vocabulary Work: Review / learn key vocabulary words and/or expressions in the text.

1. Identify five words/expressions that deal with family members
2. Identify five words/expressions that deal with parents’ wishes / hopes
3. Identify five adjectives that describe people
4. Identify two nationalities
5. Identify three words/expressions that deal with careers / aspirations / dreams

Guessing vocabulary in context: Use the context of the article to guess the meaning of the following words – check your guesses with a classmate

Interpretation Phase:

Use the following questions to interpret the article in more detail and share your reactions.

1. How are grandparents treated in China? Explain with examples from the article
2. Describe one issue that young people in China are facing today (share details from the article to prove your “finding”)
3. Based on evidence from the article, what influence have policies and traditions had on changing families in China?

**Sample Scoring Guide:** (Paul Sandrock)

Points for correct responses:

1. Subtitle: 2 – correct with some evidence;

1 – correct but minimal evidence

1. Important Details (1-2 for depth of details)
2. Optional vocabulary work (1-2 additional points)
3. Context Clues (1 point per context clue identified)
4. Interpretation Phase: Main idea and details

3 - Identifies main idea and most basic facts;

2 - Identifies main idea and few basic facts;

1 - Identifies main idea in very general terms

**Presentational Mode of Communication ‘**

**Sample Strategies to Develop or Assess Presentational Communication**

1. Write brief descriptions of illustrations on a single topic (prep for creating brochure)
2. Finish the sentence: reasons to do each of various activities on trip
3. You should visit the \_\_\_\_ museum because …
4. You should eat at the \_\_\_ restaurant in order to …
5. You should go to \_\_\_ to see …
6. You should climb \_\_\_ because …
7. You should travel to \_\_\_ for …
8. You should shop at \_\_\_ so that …
9. Provide building blocks: expanding description and narration

Mouna recycles newspapers \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

where ? with whom?

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_.

when ? at what time? why?

4. Teach transitions: connecting sentences together

*Write 5 sentences about saving water*

Water is not free. There is not much clean water. I drink the water I need.

I give water to my grass. I do not put water on the sidewalk.

[ Revise by connecting the narration ]

*Teach transition words:*

because, and, only, when, then, next, first, on the contrary, finally, for example

Word Bank: Transition Words

|  |  |  |  |
| --- | --- | --- | --- |
| But | Also | And then | Still, always |
| At first | As, like | However | For example |
| Often | In this way | Later | Suddenly |
| Perhaps | Because | By the way | On the contrary |
| In any case | Finally | Briefly | Now |

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| --- | --- | --- | --- |
| **Level** | **To Persuade** | **To Inform/Explain** | **To Narrate** |
| Novice | ***Record a podcast*** on which season is the best and why | ***Create a brochure*** explaining activities to do in \_\_\_\_, focused for students interested in arts, history, outdoor activities, or food | ***Describe*** your busiest (healthiest) day of the week and why you consider it so |
| Interm. | ***Create a presentation*** based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. | ***Post on a blog*** two things our school could do (do better) to respect the environment and how that will help | ***Post on a website*** hosted by the \_\_\_\_\_\_Tourist Office. Explain what you did on your trip; share experiences of cultural differences. |
| Advanced | ***Write a review*** of a movie (book) to convince others your age to see (read) it | What part of teenage life in \_\_\_\_ would be the hardest for you to adapt to; ***explain why*** | ***Tell about a time*** you dealt with stress, share the cause and how you dealt with it |

**Designing Effective Presentational Tasks**

**Create a prompt to assess your students in presentational mode:**

Topic?

Spoken, Written, Multimedia?

On demand or practiced/polished?

**How will you phrase the prompt – so students know what message they are to create and for what purpose?**

**Envision a student’s response – Identify what counts for evaluating this performance and providing feedback:**

**Sample Rubric for Presentational Mode** (Source: Donna Clementi)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Consistently** | **Frequently** | **Minimally** |
| **Am I understood?** | I am easily understood; I express my ideas clearly | I am generally understood and my ideas are clear | I am sometimes difficult to understand; most ideas are clear |
| **How rich is my vocabulary?** | I use a wide variety of vocabulary, incorporating several new expressions from the unit | I use some variety in vocabulary choice , incorporating some expressions from the unit | I use basic vocabulary with limited inclusion of expressions from the unit |
| **Is my presentation interesting?** | I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience | I am able to engage my audience with visuals, accurate content, and some attention to audience reactions | I use visuals to engage the audience ; my content is accurate. |
| **How smooth is my presentation?** | My presentation is well-organized; I speak with fluency and confidence | My presentation is logical; I speak with occasional pauses to think of words | I presented my topic; I speak with pauses and some uncertainty |
| **How are knowledge and understanding of the target culture evident?** | I link cultural products with practices and perspectives in my presentation | I include cultural products, practices, and perspectives without consistently linking them to each other | I include cultural products or practices in my presentation |

**Resources:**

**World-Readiness Standards for Learning Languages (2013)**

<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

**Performance Descriptors for Language Learners (2012)**

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-guidelines-k-12-learners>

**NCSSFL-ACTFL Can-Do Statements (2013)**

<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

**Annenberg/CPB Library**

Teaching Foreign Languages K-12: A Library of Classroom Practices:

<http://www.learner.org/resources/series185.html>

**ACTFL Publications** (<http://www.actfl.org/publications/all>)

*The Keys to Assessing Language Performance* (Paul Sandrock)

*The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (Donna Clementi and Laura Terrill)

*Implementing Integrated Performance Assessment* (Bonnie Adair Hauck, Eileen W. Glisan, Francis J. Troyan)